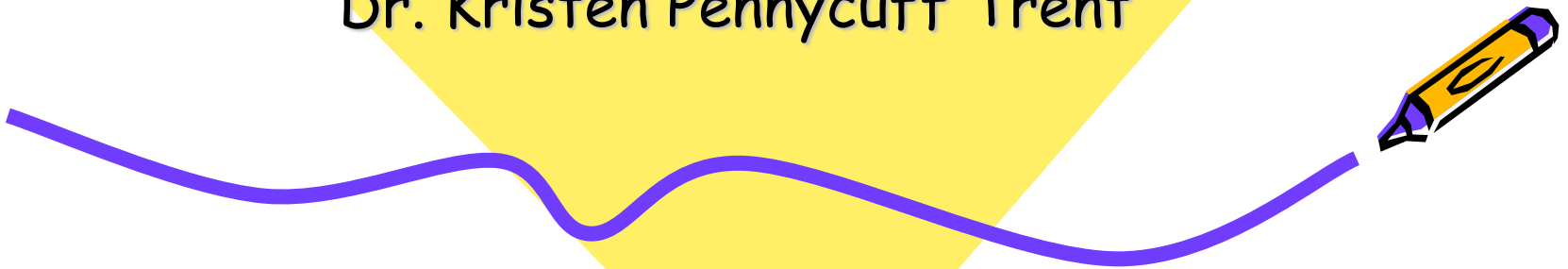




Chapter 8

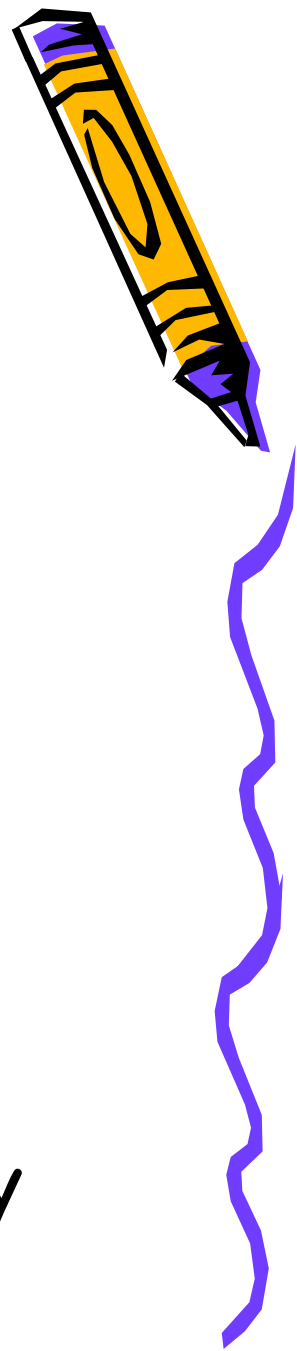
School-Based Programs

Dr. Kristen Pennycuff Trent



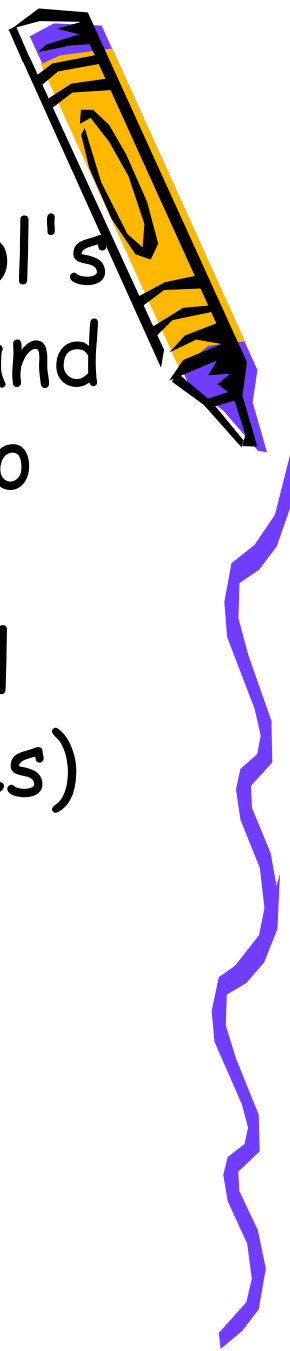
Chapter Eight Overview

- Making Programs Happen
- Collaboration and Involvement
- Reaching Families
- Comer Method
- Title Programs
- Parent Education for Teenagers
- Comprehensive Service Delivery

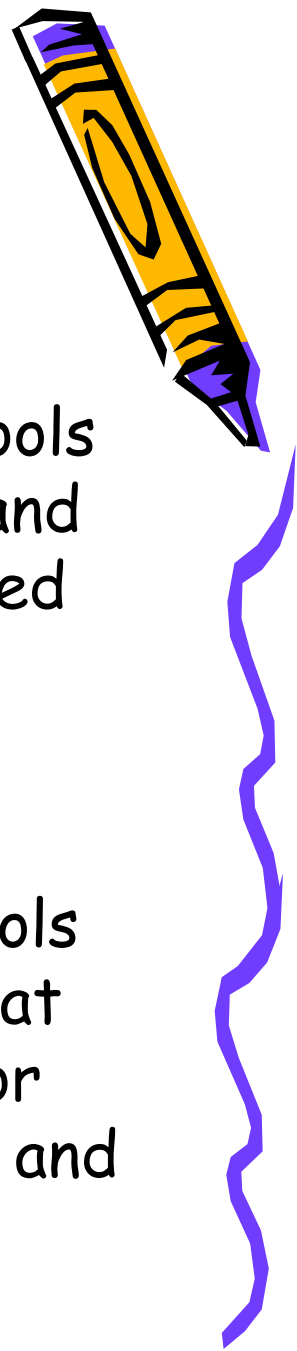


"Providing information about school's expectations helps parents understand what is expected of their children to be successful in school. Parents and educators must engage in meaningful dialogue to convey the valores (values) that will build school success. "

-Riojas-Cortez & Flores, 2009



Involving Parents




- "Family and community involvement in the schools has been linked to improved school programs and quality, better school attendance, and increased academic achievement of children (Michael, Dittus, & Epstein, 2007)
- Exploration of different models will help schools reach out to families; replication of models that meet the needs of the community and school or development of programs based on community and family needs.



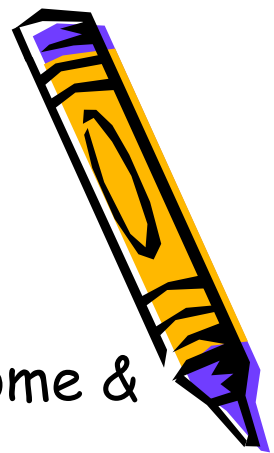
Making Programs Happen



- Once need for a program has been identified, community resources and funding should be explored.
- Funding, though not necessarily required, comes from (a) government grants; (b) private foundation awards; and (c) local school budgets.
- Community resources can be identified by school personnel, community social agencies, and the internet.

 Families can benefit from the resources and services a program provides.

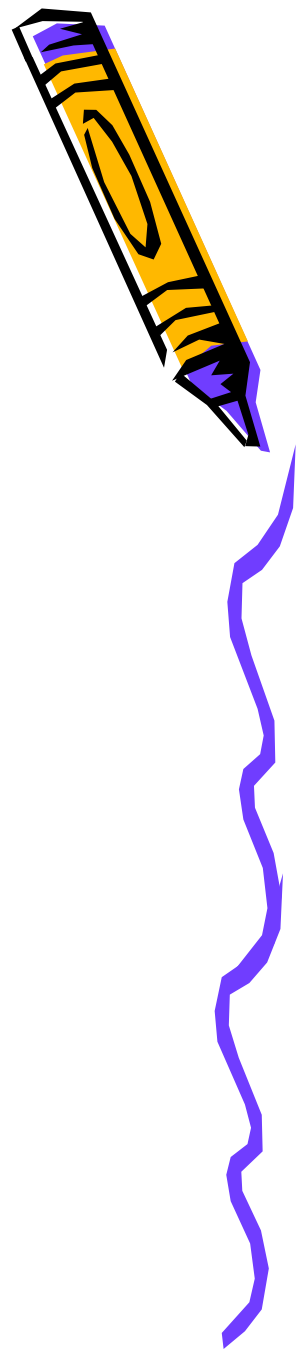
Nine Levels of Parent Collaboration



- Parent as active partner & educational leader at home & school.
- Parent as a decision maker.
- Parent as an advocate to help schools achieve excellent educational offerings.
- Parent involved with school as volunteer or paid employee.
- Parent as a liaison between school and home to support homework and to be aware of school activities.
- Parent, though not active, supporting the educational goals of school and encouraging child to study.
- Parent as recipient of support from the school.
- Parent as member of parent education classes.
- Parent as a representative and activist in community.



Six Types of Parent Involvement



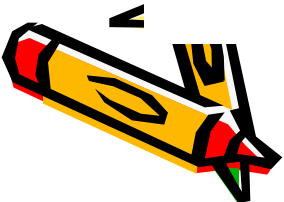
- Parenting
 - Communicating
 - Volunteering
 - Learning at Home
 - Decision Making
 - Collaborating with the Community
 - Other aspects of collaboration must be explored to complete this framework.
- Ex: teacher's views of parents and how parents view themselves.



Characteristics of Effective Collaboration



- Collaboration members who believe in parent involvement.
- Schools and child-care centers that encourage parent collaboration.
- An open-door policy and climate.
- Pairing children new to the school or center with a classmate to help new child with routines.
- Conferences, with child care available, held at times that make it possible and convenient for parents to attend.
- A feeling of all members being joined together in cooperative effort to support children's health and educational growth.

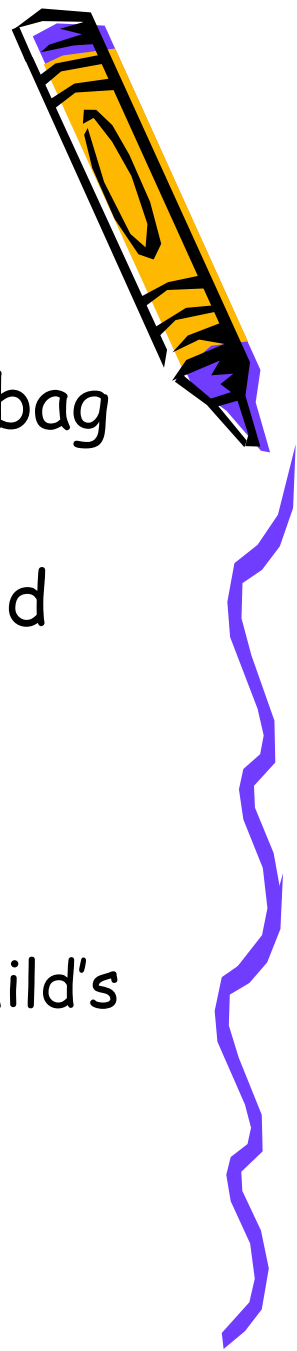


Reaching All Families



- Schools and centers can develop strategies that are developmentally and culturally appropriate for families to help children develop.
- Phones, computers, and the internet can make communication easy. Simple notes to home are a great way updating family on a child's accomplishments and contribution and to distribute information.





Home-Learning Activities

- Offer an introductory workshop
- Send learning activities home in a tote bag or deliver them personally
- Keep records of the activities each child has done and the response
- Get feedback from parents via notes, email, calls, or visits.
 - Reaction to activities and assessment of child's success

Continue communication with parents

- Supplemental ideas and activity sheets



Reaching Reticent Parents



- Parents who feel good about themselves and who feel validated by the school participate.
- Parents choose not to be involved for a variety of reasons. Involvement must be initiated by the school.
 - Parent's engagement in home based learning activities is more important than time spent in school activities.
- Parents must be empowered and view themselves as worthwhile participants to interact with schools; school personnel need to respect parents and recognize their importance.



Reaching Reticent Parents

Involving parents may remain difficult for a few reasons:

- Families and parents might be under a lot of stress.
- Many hard-to-reach parents feel out of their element whether coming to school or receiving home visitors.
- The parents do not realize their importance in their child's education.
- Many teachers do not know the parents' interests, strengths, and abilities.



Comer Process



- Comer's School Development Program (SDP) based on three principles
 - Consensus - allows discussion, brainstorming, and decision making without requiring a vote
 - Collaboration - allows schools, families, and community to develop viable, responsive environment for children
 - No-fault - review aims and concerns without fault being assigned to anyone.



Comer Process (cont.)

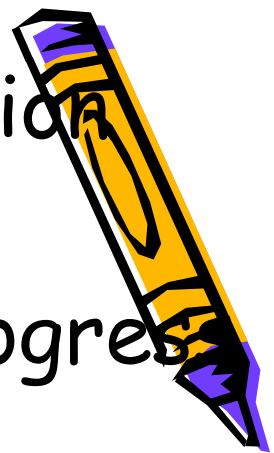


- Child-centered environment - children's behaviors are determined by their environment - they need positive interactions to develop physically, socially, and emotionally.
 - Child-centered environment facilitated by planning and collaboration between professional and community in three groups:
 - School Planning and Management Team
 - Student and Staff Support Team
 - Parent Team



Effective Early Childhood Education Programs

- ECE Programs benefit education progress and academic achievement, reduce delinquency and crime, and improve ability in labor market.
- Research has shown:
 - early intervention has more favorable results if the caregivers are well trained
 - center-based programs with smaller child-to-staff ratios are more successful



High Quality ECE Programs



- Head Start, High/Scope Perry Preschool Project, Carolina Abecedarian Project, Project CARE, Syracuse Family Development Research, Houston Parent-Child Development Center, Early Training Project, Chicago Child Parent Center, Oklahoma Pre-K, and AVANCE



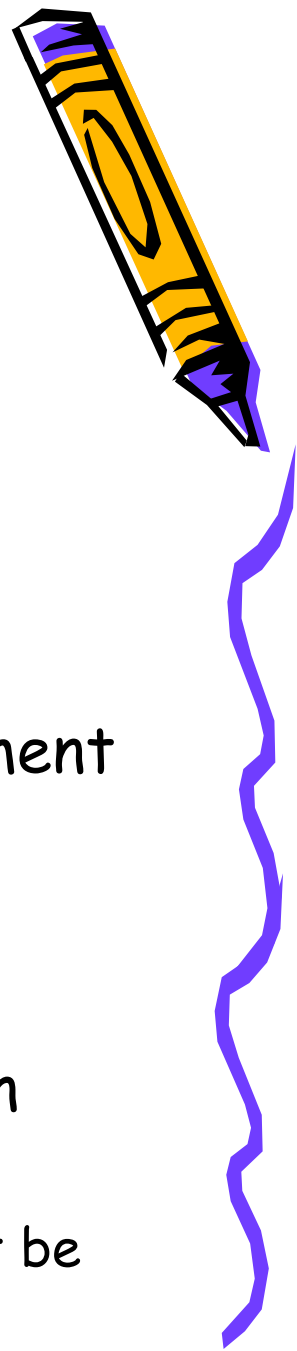
Head Start



- Federally funded program that has served over 27 million children since 1965
- Comprehensive ECE program that provided child development initiatives for low income children
 - Education, health care (medical, dental, mental health), nutrition, social services, staff development, and parent involvement



Head Start: Parent Involvement



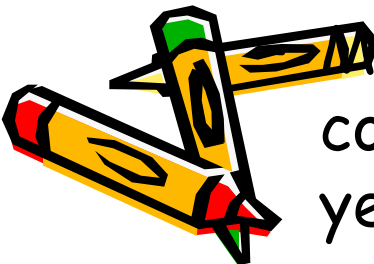
- Family Goal Setting
 - To build mutual trust and collaborative partnership building
- General Parent Involvement
 - Must provide parent education and involvement activities
 - Must be open to parents during all program hours
 - Must provide opportunities to participate in the program as employees or volunteers
 - Participation of parents is voluntary and may not be required



Head Start: Parent Involvement



- Parent Involvement in Child Development and Education
 - Must provide opportunities to include parents in development of program's curriculum and approach to child development and education
 - Must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs of their children and to share concerns with staff
 - Must make two home visits and staff-parent conferences as needed but no less than twice a year



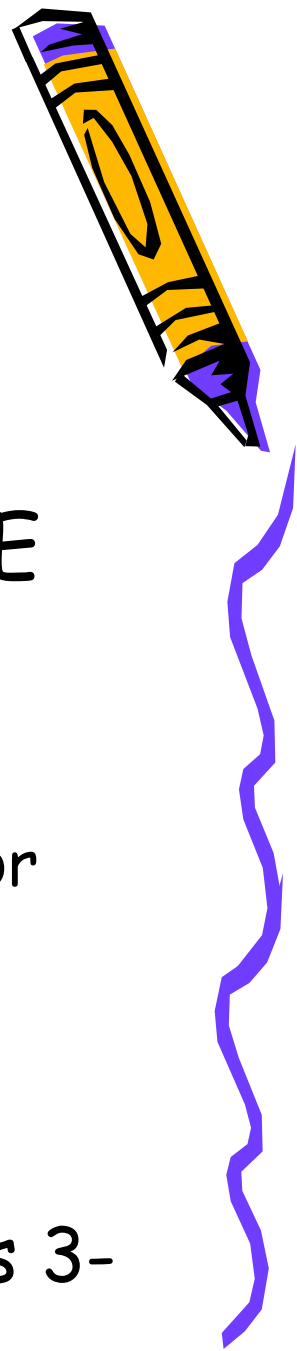
Head Start: Parent Involvement



- Communication with Families
 - Must ensure two way communication between staff and parents throughout the year
- *All plans for parent involvement begin with a needs assessment*
- *Two of the greatest strengths of Head Start are the involvement of parents and the belief that parents can achieve.*



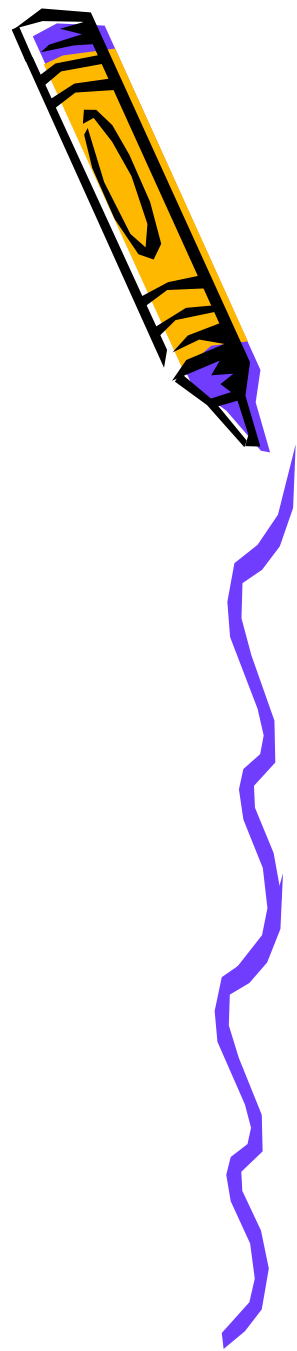
High/Scope Perry Preschool Program



- Longitudinal Study of low-income children participating in 2 year ECE program
 - 1962-1967 8 children per teacher
 - College grads certified in ECED, SPED, or ELED
 - All African American
 - 5 days a week for 2.5 hours
 - Studied results every year from ages 3-11, then at 14, 15, 19, 27, and 40



High/Scope Perry Preschool Program



- More Ss who had preschool graduated from high school than those in the no program group
 - (65% vs 45%)
- More women than men graduated from high school
 - (84% vs 32%)



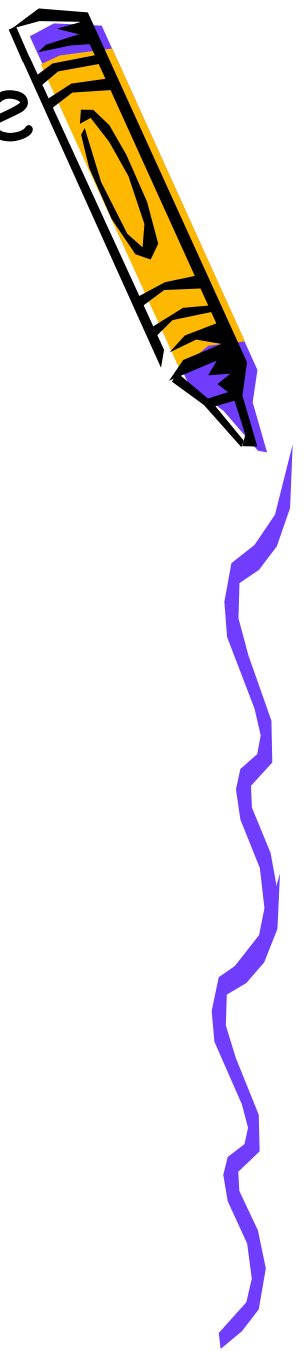
High/Scope Perry Preschool Program

- At age 40
 - 70% of program participants were employed vs 50% of no program
 - 37% of program participants owned their own home vs 28% of no program
 - 76% of program participants had savings accounts vs 50% of no program
 - 2% of program participants committed violent felonies vs 12% of no program
 - 3% of program participants were cited for having dangerous drugs vs 20% of no program



Parent Involvement in High/Scope Perry Preschool Program

1. Include parents through conversations at arrival and departure. Ask parents to leave a note if special instructions are needed.
2. Provide parents with copies of the daily routine and furnish a bulletin board for messages. A welcome packet lets parents know that the caregiver wants them to stay informed.



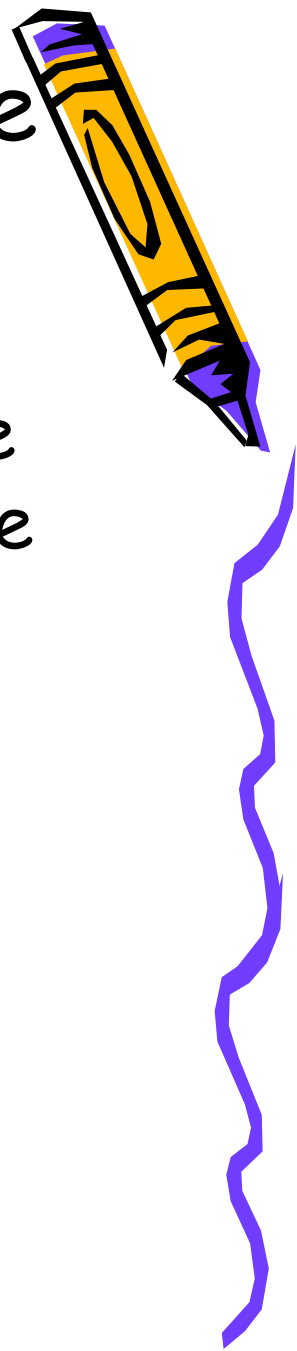
Parent Involvement in High/Scope Perry Preschool Program

3. Write daily notes, share observations through phone calls, keep pass down logs, have daily news sheets and newsletters, take and give digital photos of the child participating in preschool, and use email for parents who have Internet capabilities.
4. Include parents in the program if they are able to volunteer.



Parent Involvement in High/Scope Perry Preschool Program

5. Hold open house at a time when parents can participate, learn more about the setting, and talk with the staff.
6. Supply an information sheet that includes suggestions for learning experiences at home.
 - (Kruse, 2006)



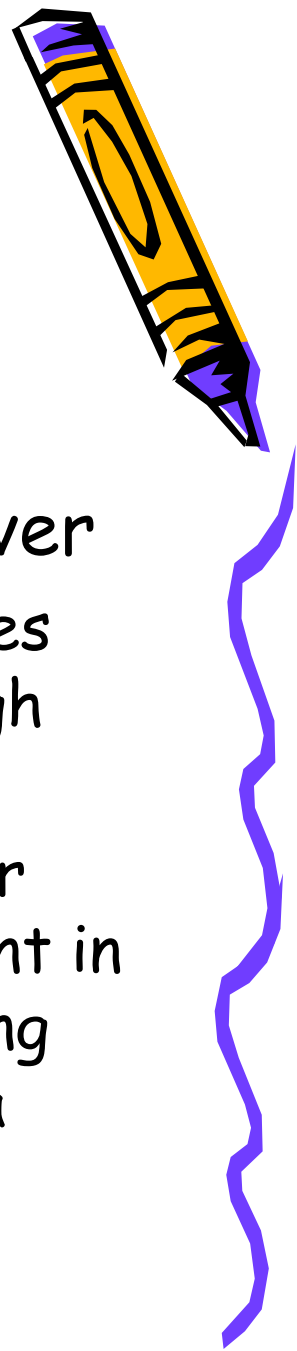
The Carolina Abecedarian Project



- 1972-1977 in North Carolina for low-income children to receive high quality full time educational intervention from infancy to age five
 - Individualized education "games" in regular day
 - Emphasis on language development with social, intellectual, and emotional development also included
 - Woodcock-Johnson Achievement Test administered in fall and spring of third year of school
 - Monitored and participated in follow up studies at age 12, 15, and 21



The Carolina Abecedarian Project



- High quality intervention and education during early childhood can over carry over
 - Participants had higher cognitive test scores beginning as toddlers and continuing through age 21
 - Participants were older when they had their first child, had higher academic achievement in math and reading from early grades to young adulthood, and were more likely to attend a four year college.



Carolina Approach to Responsive Education (Project CARE)



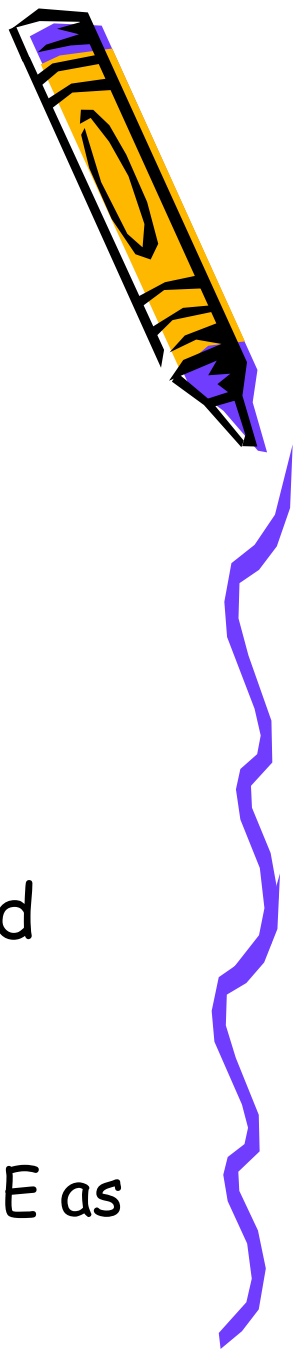
- Children born 1978-1980 randomly assigned to one of three groups
 - Educational child care plus home visits from 6 weeks to school entry
 - Home-school resource services for first three years of school
 - Home visits from 6 weeks to school entry
 - Home-school resource services for first three years of school
 - Control group



Carolina Approach to Responsive Education (Project CARE)

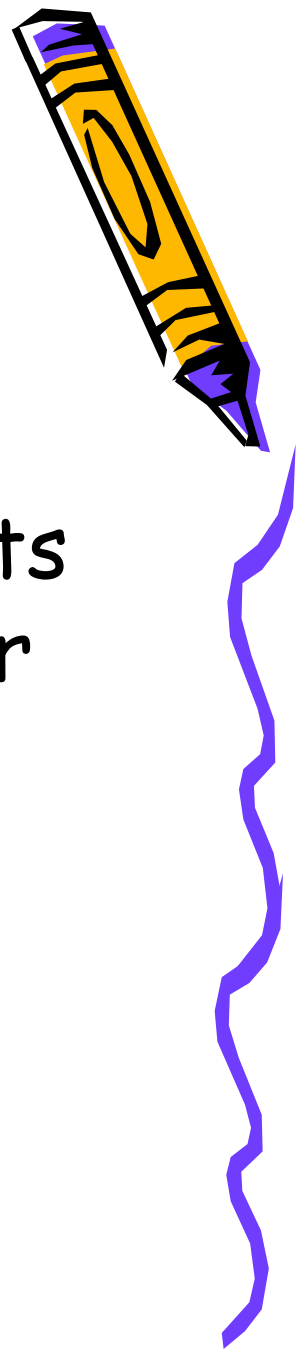
- Extensive testing throughout school
 - Quality of family environment
 - Maternal measures
 - Cognitive and academic achievement
- Woodcock-Johnson administered fall and spring of year three of school and summer after seventh year
 - Participants scored better

Rand Corporation identified Project CARE as a successful program



AVANCE

- Assists parents in creating cognitively stimulating environments that allow children to develop their five senses to explore the world
 - Weekly three hour classes
 - Play and toy curriculum
 - Parenting education curriculum
 - Community resource awareness



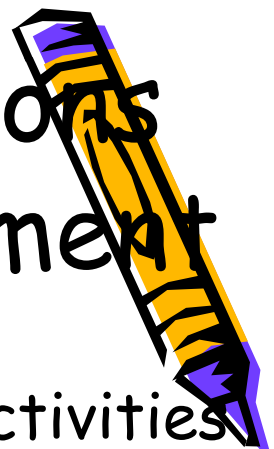
Math and Science Associations that Support Parent Involvement

- Parents can help their student if they do the following:
 - Provide a place for the student to do homework.
 - Participate in parent-teacher conferences.
 - Encourage their children to persist, not to do the work for them.
 - Engage in activities such as games and puzzles during family time.
- Visit mathematics classes when given the opportunity.



Math and Science Associations that Support Parent Involvement

- Family Math - classes include materials and activities for parents to use while they help their children with mathematics at home.
- Family Science - encourages parents and children to work together on day-to-day science using inexpensive materials available in the home.
- Education Resources Information Center (ERIC) - an educational resource for areas of education including elementary and early childhood education (now online as digital library)



Title Programs



- Title I
 - Programs usually included needs assessments, parent advisory councils, conferences, and home-school activities; heavily emphasize parent involvement
- Title I - Sec 101
 - Improving the Academic Achievement of the Disadvantaged - aims to ensure all children have access to adequate and excellent education.
- Title IV
 - Supports families choice in education and to increase funding for new and creative programs



Parent Education for Teenagers



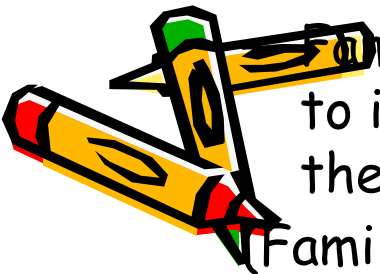
- In 2009, 409,840 infants born to 15-19 y/o
- Teen Pregnancy Prevention Initiative goals
 - 1. Reduce rates of pregnancies and births to youth in target areas.
 - 2. Increase youth access to evidence-based and evidence-informed programs to prevent teen pregnancy.
 - 3. Increase linkages between teen pregnancy prevention programs and community-based clinical services.
 - 4. Educate stakeholders about relevant evidence based and evidence-informed strategies to reduce teen pregnancy and data on needs and resources in target communities.



Comprehensive Service Delivery



- Theories and basis of family support:
 - Family has lead responsibility for child's development
 - To guarantee a healthy society, all families must have access to needed programs and services.
 - Children and families are part of a balanced, circular system.
 - Child-rearing techniques are influenced by parents' beliefs about child development, their confidence in their abilities, their child's personality, and family or cultural child-rearing traditions, etc.
 - Allowing families to develop their own knowledge and assets encourages the healthy development of children.
 - Family needs vary based on members stage of life.
 - Families are empowered when they have resources and ability to improve their children, families, and communities themselves



(Family Support America's Shared Leadership Series, 2000)

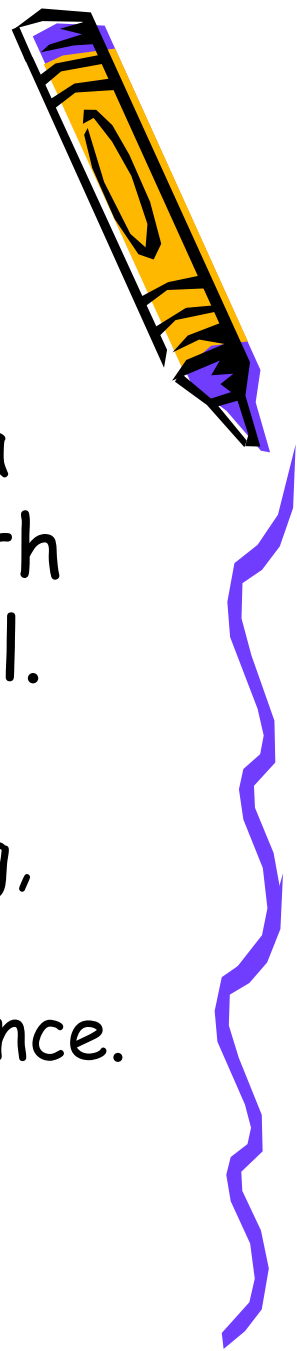
Comprehensive Service Delivery



- Three examples of support center services
 - Family Support America
 - National coalition of groups working for resources and provisions to strengthen families
 - Family and Child Education (FACE)
 - Support an literacy program for Native American children
 - Family Literacy
 - Focuses on literacy development for entire family



Your Turn



- Working with your table, develop a calendar of activities for one month focusing on a particular grade level.
 - Be sure you include different developmental areas such as speaking, reading, listening, thinking, writing, mathematics, social studies, and science.

